Career & Technology Studies

Learning Facilitator's Manual

The Tourism Industry TOU 101

Distance Learning

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Teachers

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The Tourism Industry
(TOU 101)

LEARNING FACILITATOR'S MANUAL

Distance Learning

Alberta
EDUCATION

NOTE: The Tourism Industry Learning Facilitator's Manual contains the Final Test and answers to the Final Test and to the teacher-assessed assignments; therefore, teachers should at all times keep it secure against unauthorized student access. The Final Test should be accessible to students only in supervised situations.

Tourism Studies 101
The Tourism Industry
Learning Facilitator's Manual
Alberta Distance Learning Centre
ISBN 0-7741-0382-5

This document is intended for	
Students	
Teachers (Tourism Studies 101)	✓
Administrators	
Parents	
General Public	
Other	

You may find the following Internet sites useful: Alberta Education, http://ednet.edc.gov.ab.ca; Alberta Distance Learning Centre, http://ednet.edc.gov.ab.ca/level3/adlc/300/adlchome.html; Learning Resources Distributing Centre, http://www.lrdc.edc.gov.ab.ca.

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Contents

Introduction

A survey of these course materials will confirm that this learning package has been specially designed for many kinds of teachers working in a variety of situations.

In Which Category Do You Fit?

- ❑ Small Schools Teacher
  - ❑ inexperienced
  - ❑ experienced, but in other subject areas
  - ❑ experienced in teaching Tourism Studies, but wanting to try a different approach
- ❑ Distance Learning Teacher
  - ❑ travelling to schools within the region
  - ❑ using facsimile and teleconferences to teach students within the region
- ❑ Large Schools Teacher
  - ❑ inexperienced
  - ❑ experienced in teaching Tourism Studies, but wanting to try a different approach

Because these materials have been created by experienced classroom teachers and distance learning specialists, they have many advantages for students and teachers, regardless of the situation.

Advantages for Students

Materials

- incorporate a strong learner-centred philosophy
- promote such qualities in the learner as autonomy, independence, and flexibility
- are developed through media that suit the needs and circumstances of the learner
- reflect the experiential background of Alberta students
- provide opportunities by overcoming barriers that result from geographical location
- promote individualized learning, allowing learners to work at their own pace

Advantages for Teachers

Materials

- allow teachers maximum teaching time and minimize preparation time
- include different routes through the materials to suit different learners
- incorporate a wide range of teaching strategies, in particular those using independent and individual learning
- deliver curriculum designed by education specialists that reflects the Alberta Education Program of Studies with an emphasis on Canadian content
- provide learning materials that are upwardly compatible with advanced educational technology

Does this learning package sound like something you could use?

This Learning Facilitator's Manual begins with an overview of the current Career and Technology program. This summary is included for inexperienced teachers or those teachers who have found themselves teaching Tourism Studies when their training is in other subject areas. This brief description is not meant to replace the Alberta Education Guide to Standards and Implementation, but rather to help teachers confirm the highlights of the program.

Other parts of this introduction have also been included to help teachers become familiar with this learning package and determine how they might want to use it in their classrooms.

Beyond the introduction, the guide itself contains answers, models, explanations, and other tips generated by the teachers who authored this course.

The Student Module Booklets, Assignment Booklets, and LFMs are the products of experienced classroom teachers and distance learning specialists. It is the hope of these teachers that their experience can be shared with those who want to take advantage of it.

Overview of Career and Technology Studies

Program Philosophy

Career and Technology Studies offers all students important learning opportunities. Regardless of the particular area of study chosen, students in CTS will

- develop skills that they can apply in their daily lives now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

The integration of careers throughout the CTS program helps students make effective career decisions and target their efforts. Students in CTS will have the opportunity to broaden their knowledge about careers, occupations, and job opportunities and the training requirements involved. As well, they will recognize the need for life-long learning.

Students in CTS will have the opportunity to use and apply technology and systems effectively and efficiently, which involves

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools or resources that are available
- an assessment and management of the impact that the use of the technology may have on themselves, on others, and on the environment

Overview of the Tourism Studies Strand

Strand Rationale

Tourism is a series of human interactions. Travellers who become tourists may have different purposes for moving between locations, including visiting family and friends, attending a business meeting and enjoying leisure activities. Learning and participating in tourism activities helps people to develop an appreciation for the world and its people. It has been said that tourism is the industry of peace; tourism promotes an understanding, acceptance, and appreciation of others.

Tourism is one of Alberta's fastest-growing industries. As the third-largest industry in Alberta, tourism employs 100 000 people and generates $2.5 billion in revenues. By the year 2000, tourism is expected to rise to one of the top revenue generators in the province.

Tourism is a sustainable industry. It encompasses business, organizations, labour, and government agencies that totally or in part provide the means of transportation, goods, services, accommodation and other facilities, programs, and resources. Effective communication skills, an ability to anticipate and satisfy guest needs, and a professional appearance and behaviour are basic needs in whatever career paths students choose. Tourism Studies can provide relevant, practical situations for students to develop and demonstrate these important skills.

Tourism Studies provides students with a broad awareness of the economic, social, and envionmental impact of tourism in the province of Alberta. Students will develop an understanding of the present and potential economic contributions of tourism in the context of their community, Alberta, Canada, and the world. However, the impact of tourism can destroy the physical and cultural resources that are the heart of the industry.

Creative and responsible decisions made at the local level can translate into social, cultural, and economic benefits for the entire commuinity. As future emoployees, business owners, and citizens, students will benefit from a better understanding of the importance and implications of tourism development and activities.

Tourism Studies provides the opportunity for students to link concrete and psychomotor learning to abstract, cognitive levels of learning. By developing basic and career-specific knowledge, skills and attitudes, students will have the flexibility to adapt to a variety of situations.

Within the philosophy of Career and Technology Studies, students in Tourism Studies will

- demonstrate an appreciation for Alberta's cultural and environmental heritage and the importance of protecting and preserving it for future generations
- explain the development of the tourism industry in Alberta and its impact on the province's present and future economic, social, and envionmental well-being
- demonstrate pride in the local community and in Alberta by studying, promoting, and participating in tourism activities
- describe the importance of tourism activities for promoting greater understanding and respect for cultures and individual differences
- exhibit the knowledge, skills, and attitudes of quality guest service and hospitality that are applicable to personal, community, and career roles
- use organizational and resource-management skills applicable to personal and career roles by planning and facilitating real or simulated tourism events in the shcool and community
- demonstrate individual responsiblity, self-management, and self-esteem through a variety of practical, relevant learning activities

- use creative-thinking skills including problem solving, decision making, idea generation, synthesis, and outcome prediction

- access, interpret, and evaluate tourism information and communicate this information using a variety of methods

- use interpersonal skills, including teamwork and leadership abilities, through a wide range of group and class activities both of practical application in the tourism industry and of more general social and citizenship value

- demonstrate knowledge and understanding of the scope of occupations and career paths in the tourism industry and of industry standards

Strand Organization

Themes

Modules in Tourism Studies have been grouped into five themes that represent sectors of the tourism industry:

- Nature of the Industry
- Food
- Accommodation
- Travel
- Attractions

The Nature of the Industry theme provides students with essential background information about tourism. One module, Quality Guest Service, offers certification opportunities.

The Food theme contains modules related to the food-and-beverage sector of the tourism industry, essentially dealing with "front of the house" or service activities in food establishments.

The Accommodation theme contains modules related to the accommodation sector of the tourism industry, which ranges from five-star hotels to bed-and-breakfast and campground operations.

The Travel theme includes the retail travel sector, travel information services, and tourism geography.

The Attractions theme encompasses natural attractions (for example, mountains, lakes, and parks), human-made attractions (festivals, museums, and theme parks) and recreation areas.

Concepts/Levels

As with other CTS curricula, the Tourism Studies curriculum is organized into three levels of learning: introductory, intermediate, and advanced.

Each level of Tourism Studies has major concepts on which modules have been developed. The concepts developed at the introductory level are

- the organizational structure of the tourism industry
- local and regional tourism attractions and ventures
- the appreciation and preservation of the environment
- the appreciation of cultural diversity
- quality guest service
- the ensuring of safety and security of the guest
- career opportunities

The concepts developed at the intermediate level are

- the planning, organizing, and facilitating of tourism events
- the management of resources
- the development of research skills
- participation as a team member
- skills in presentation and communication

The concepts developed at the advanced level are

- basic business and promotion in tourism
- the designing of service standards and strategies
- the creation for marketing and venture plans
- employment and business opportunities and entrepreneurship
- the creation of tourism development plans

The Tourism Studies Strand

Introductory	Intermediate	Advanced	
TOU 101 The Tourism Industry	TOU 201 Tourism Events		– THEME – Nature of the Industry
TOU 102 People and Places			
TOU 103 Quality Guest Service			
TOU 104 Tourism Food Sector	TOU 204 Food Functions	TOU 303 Food Service Operations	– THEME – Food
TOU 105 Tourism Accommodation Sector	TOU 205 Meetings and Conferences	TOU 304 Hotel/Motel Operations	– THEME – Accommodation
		TOU 305 Alternative Accommodations	
TOU 106 Tourism Travel Sector	TOU 206* Tourism Destinations I	TOU 306 Travel Agency Operations	
	TOU 207 Tourism Destinations II	TOU 307 Airline Reservations	– THEME – Travel
	TOU 208 Travel Planning	TOU 308 Tourism Air Transportation	
		TOU 309 Tourism Surface Transportation	
TOU 107 Tourism Attractions Sector	TOU 209* Tourism Interpretation I	TOU 310 Attractions Operations	– THEME – Attractions
	TOU 210 Tourism Interpretation II	TOU 311 Adventure and Ecotourism	

* TOU 206 is a prerequisite to TOU 207
* TOU 209 is a prerequisite to TOU 210

Module Descriptions

TOU 101: The Tourism Industry

Students analyse the organizational structure of the tourism industry at local and provincial levels, and investigate employment opportunities in tourism.

TOU 102: People and Places

Students design strategies for maintaining and enhancing the well-being of tourists, including individuals and groups such as families, and for preserving the cultural and environmental heritage of a tourism area.

TOU 103: Quality Guest Service

Students demonstrate the knowledge, skills, and attitudes of quality guest service including hospitality, effective communication, and workplace safety.

TOU 104: Tourism Food Sector

Students evaluate food service establishments, explain basic food-handling principles, demonstrate satisfactory skills of food service, and adapt service standards to meet the needs of guests.

TOU 105: Tourism Accommodation Sector

Students research accommodation options available, discuss basic principles of the accommodations industry, and develop service strategies for handling individual guest requirements.

TOU 106: Tourism Travel Sector

Students research a variety of travel services, demonstrate basic travel information and promotion skills, and investigate career opportunities in providing travel information.

TOU 107: Tourism Attractions Sector

Students analyse and compare the natural, cultural, and recreation attractions available in Alberta, develop strategies to maintain the well-being of guests, and investigate employment opportunities in these areas.

TOU 201: Tourism Events

Students plan, organize, facilitate, and evaluate a tourism event in the school or community.

TOU 204: Food Functions

Students learn the knowledge and skills of serving food for a food function that they have planned to meet the needs of a client.

TOU 205: Meetings and Conferences

Students learn to develop a meeting plan, to facilitate, and evaluate the success of the meeting plan, and to investigate opportunities in meeting and convention planning.

TOU 206: Tourism Destinations I

Students demonstrate knowledge of world tourism geography by presenting travel information about North America and at least one other world region.

TOU 207: Tourism Destinations II

Students demonstrate knowledge of world tourism geography by presenting travel information about at least four major tourism regions of the world.

TOU 208: Travel Planning

Students create and evaluate an Alberta tour package and an international travel package including itinerary, tour and attractions information, and traveller information.

TOU 209: Tourism Interpretation I

Students evaluate the different types of interpretation media and demonstrate the basic skills of an information attendant by conducting an interpretation program for a tourism activity.

TOU 210: Tourism Interpretation II

Students create, implement, and evaluate interpretation programs for both conducted and non-conducted activities, and demonstrate the skills of an effective leader in a conducted activity.

TOU 303: Food Service Operations

Students relate trends and issues in food service to industry activity, design food service strategies, and present a marketing or venture plan for a food service business.

TOU 304: Hotel/Motel Operations

Students demonstrate correct check-in and check-out procedures, and research the organization of a large hotel, analyse marketing strategies, and present a marketing plan for a hotel department.

TOU 305: Alternative Accommodations

Students research and discuss issues related to alternative accommodations, develop a service strategy and standards, and present a venture or marketing plan for an alternative accommodation business.

TOU 306: Travel Agency Operations

Students research the operation of a travel agency and the role and work activities of a travel agent, and present a marketing or venture plan for a travel agency.

TOU 307: Airline Reservations

Students processes travel reservations using a computer reservation system, develop an itinerary and provide the traveller with information related to the itinerary/destination.

TOU 308: Tourism Air Transportation

Students research and report on the organization and operation of a major airline, and present a marketing plan for an airline.

TOU 309: Tourism Surface Transportation

Students research the business operations and career opportunities of rail, motor coach, auto, and cruise industries and present a variety of marketing strategies for a transportation industry.

TOU 310: Attractions Operations

Students analyse the economic, social, cultural, and environmental impact of attractions operations, and present a marketing or venture plan for an attractions development.

TOU 311: Adventure and Ecotourism

Students analyse the economic, social, and environmental factors that influence the development plan for an adventure or ecotourism venture, and compare managment issues for different types of recreation areas.

Planning for Instruction

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level.

Planning for CTS

Defining Courses

Each module was designed for approximately seventeen to twenty-five hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from two or more strands.

Module selection and sequencing must consider the module parameters, which define

- prerequisites and corequisites (entry-level competencies)
- instructional qualifications, if specialized
- equipment and facility requirements, if specialized

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant

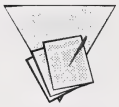
Basic Competencies

Career and Technology strands were designed to stand alone, or to be integrated with other strands for a customized course of studies to meet student needs. Eight basic competencies, identified by the following icons, are developed in each strand, though not necessarily in each module.

Careers

Careers: Identify appropriate career linkages within the strand being studied.

Communication



Communication: Effectively present concise written, visual, and oral communications.

Ethics

Ethics: Identify and demonstrate appropriate ethical behaviour, consider risks, and process and assess choices.

Innovation

Innovation: Recognize opportunities/problems, consider risks, and process and assess choices.

Risk Management

Risk Management: Recognize and follow personal and environmental safety procedures.

Task Management

Task Management: Demonstrate an ability to locate and use resources and to use time effectively.

Teamwork

Teamwork: Work towards goals cooperatively, collaboratively, or independently and acknowledge the opinions of others.

Technology

Technology: Effectively use technology when required.

These icons will indicate to both students and facilitators that a basic competency has been identified in the activity offered to the students. For a fuller description of the basic competencies, refer to the CTS Guide to Standards and Implementation.

Structure of the Learning Package

Basic Design

This learning package involves many other components in addition to this Learning Facilitator's Manual. This module includes at least two print components: a Student Module Booklet and an Assignment Booklet.

Student Module Booklet

The Student Module Booklet contains guided activities that instruct students in a relevant, realistic setting. Within the framework of Career and Technology Studies, one module equals one credit.

This booklet has been specially designed to promote such qualities in the learner as autonomy, independence, and flexibility. The writer has incorporated such teaching strategies as working from the concrete to the abstract, linking the old to the new, getting students actively involved, and using advance, intermediate, and post organizers. Many other techniques are used to cater to individual learning styles and preferences. The booklet has been designed to include a variety of pathways and options because it is intended for a broad range of use within and beyond Alberta.

Contents
Overview Evaluation
Section 1 Activity 1 Activity 2 etc.
Section 2 Activity 1 Activity 2 etc.
Module Summary
Appendix

The structure of the Student Module Booklet follows a systematic design. The booklet begins with a detailed table of contents that shows the students all of the main steps; this page acts as an organizer for students. The Module Overview introduces the module topic or theme and includes a graphic representation to help visual learners and poor readers. This introduction also includes an evaluation statement, so students are informed of the weightings of each assignment.

The body of the Student Module Booklet is made up of two or more closely related sections. Each section contains student activities that develop skills and knowledge centred around a theme. The activities may include print, audio, video, computer, or Internet involvement. Computer and Internet activities are optional. At times, the student and the learning facilitator are allowed to choose the activity that best suits the student's needs and interests. Each section also includes other activities such as the Extra Help and Enrichment as optional pathways. This flexibility caters to each student's personal situation.

Following the last section is a modular summary that focuses on the skills and strategies that the student has learned. The Student Module Booklet ends with an Appendix that includes a Glossary and Suggested Answers for the self-assessment work.

Assignment Booklet

Accompanying each Student Module Booklet is an Assignment Booklet. The activities in the Assignment Booklets can be used for both formative and summative assessments. Students should complete these assignments when they have thoroughly reviewed the other module materials. You may decide to have students submit their work as soon as they have completed each sectional assignment or you may choose to let students complete all the sectional assignments within the module before evaluating their work. The Assignment Booklets have been designed for both in-classroom use and for distance learning. **If the Assignment Booklets are not being mailed, remove the green outside mailing covers before distributing the booklets to students.**

Media

INTERNET

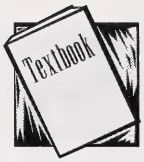
VIDEOCASSETTE

Internet references are found throughout the module; exploring those references, however, is optional for students. In most cases, students are given suggested topics that they may explore through the Internet's search engines. In rare cases, students might be given a specific Uniform Resource Location (URL), but they should be aware that these addresses are subject to change.

Updated information about the Alberta Distance Learning Centre and this module and others can be found by starting at the Alberta Distance Learning Centre's home page at **http://ednet. edc. gov. ab. ca/level3/adlc/300/adlchome.html** or by going straight to the ADLC Courses page at **http://ednet. edc. gov.ab.ca/level3/adlc/400/courses.html**.

There are also activities in this module that require students to view videos. In some cases, the use of these videos is mandatory. These mandatory videos are listed on the following pages. It is important that you acquire these videos so students have access to them when needed. Optional videos are also mentioned at various points in the module. A list of the optional videos is also included on the following pages. More information about the videos appears later in this manual.

Textbooks and Reference Books



The textbook for TOU 101 is *Tourism and Travel: Focus Canada*, fourth edition, written by Veronica Timmons and published by Getaway Publications Inc., Vancouver. A discussion of useful references will be given later in this Learning Facilitator's Manual.

Materials, Media, and Equipment

Mandatory Components

Equipment (Hardware)	Media	Materials
• videocassette player	• mandatory videos: – *Alberta in All Her Majesty* • mandatory software: – *Joining Alberta's Best*	• LFM for TOU 101 • one Student Module Booklet and one Assignment Booklet for each student • There is a Final Test.

Videocassettes or laser videodiscs used in the course may be available from the Learning Resources Distributing Centre or ACCESS. You may also wish to call your regional library service for more information.

Optional Components

Equipment (Hardware)	Media	Materials
• videocassette player • computer	• optional videos: – *Destination Alberta—Zones 1 to 14* • the Internet	

Contacts

Following is a list of organizations that may provide help and/or resources for the learning facilitator.

Professional Associations/Organizations

- The Alberta Tourism Education Council (ATEC)
  12th floor, 9940—106 Street
  Edmonton, Alberta
  T5K 2N2
  (403) 422-0781

- The Alberta Tourism Partnership
  750, 999—8 Street SW
  Calgary, Alberta
  T2R 1J5
  (403) 297-2700

OR

- 705, 10045—111 Street
  Edmonton, Alberta
  T5K 2M5
  (403) 422-8541

Other Contacts

- Business Outreach
  Grant MacEwan Community College
  City Centre Campus
  C138H, 10700—104 Avenue
  Edmonton, Alberta
  T5J 4S2
  (403) 497-5281

Using This Learning Package in the Classroom

Conventional Classroom

Whether your classroom has desks in rows or tables in small groups, you may be most comfortable with a learning system that you can use with all your students in a paced style. In other words, you may want a package that will suit all of your students, so they can move through the materials as one group or several small groups. Because these materials contain different routes or pathways within each module, they can address various learning styles and preferences. The materials also include many choices within the activities to cater to different thinking levels and ability levels. Because of their versatility and flexibility, these materials can easily suit a conventional classroom.

Open Learning Classroom

Open learning is the concept of opening up opportunities by overcoming barriers of time, pace, and place by giving the learners a package specially designed to enable them to learn on their own for at least some of the time.

Such a concept is not new. Many teachers can recite attempts to establish an individualized learning system as they recognized the importance of trying to personalize courseware to meet each individual's needs. But these past efforts often failed because of lack of time and lack of quality materials that conformed to Alberta specifications.

Owing to advanced educational technology and improved Alberta-specific learning packages, a student-centred approach is now possible. Improved technology now allows us to provide support to learners individually, regardless of their pace or location. A teacher cannot be in twenty-eight places at one time offering guidance. Media and a well-designed learning package, however, can satisfy individual needs. Technology can also help provide an effective management system needed to track the students as they progress independently through the materials.

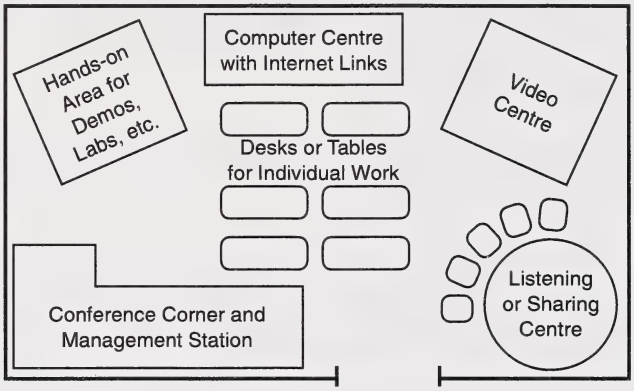
The key to a successful open learning system depends on three vital elements: a learning package specially designed to enable students to learn effectively on their own for at least some of the time; various kinds of learner support; and a management system and style that ensures that the open learning system runs smoothly.

The Key to a Successful Open Learning System

Learning Package

The specially designed learning package needed for a successful open learning system has been developed for you. The objectives teach current Alberta specifications using strategies designed for individualized instruction. As the learning facilitator, you need to be sure to have all of the components in the learning package available to students as needed.

If you are able to acquire media and appropriate hardware to meet your class needs, media centres can be established.



You may not have the luxury to have enough hardware to set up a permanent video or computer centre in your classroom. In that case, students should be encouraged to plan ahead. Perhaps every three to five days they should preview their materials and project when they would need a certain piece of media. This would allow you to group students, if necessary, or reserve media as required.

CTS Centre

Since many of the strands in Career and Technology Studies overlap and complement one another, consideration should be given to establishing a CTS Resource Centre. One or two copies of each resource could be established in this central area for the use of all CTS students.

Support

Support is definitely a key element for successful learning, and when you're planning an individualized, non-paced program, you need to carefully plan when and how support will be given.

The materials contain a form of consistent support by providing immediate feedback for activities included in the Student Module Booklet. Students have solutions, models, explanations, and guides included in the Appendix of every booklet. These aids are included so students can receive immediate feedback to clarify and reinforce their basic understanding before they move on to higher levels of thinking.

As the learning facilitator, you may need to offer more support and personal guidance to those students having difficulty. The activities include choices and pathways. If a student is struggling, you may need to encourage that student to work on all of the choices rather than on only one. This would provide additional instruction and practice in a variety of ways.

You may also have to reinforce the need for students to do the sectional activities carefully and thoroughly before attempting the assignments in the Assignment Booklet.

Another form of support is routine contact with each individual. This contact might be achieved with a biweekly conference scheduled by you; or, as students reach a certain point (e.g., after each section is completed), they may be directed to come to the conference area.

Special counselling may be needed to help students through difficult stages. Praise and encouragement are important motivators, particularly for those students who are not used to working independently.

Direct teaching may be needed and scheduled at certain points in the program. This teaching might involve small groups or a large group. It might be used to take advantage of something timely (e.g., current legal cases; international events or situations, such as terrorist activity, that affect the tourism industry), something prescheduled like the demonstration of a process, or something involving students in a hands-on, practical experience.

Support at a distance might include tutoring by phone, teleconferencing, faxing, or planned visits. These contacts are the lifeline between learners and distance education teachers, so a warm dialogue is essential.

Management

Good management of an open learning system is essential to the success of the program. Leadership and promotion of the system are essential. The following areas also need action to ensure that the system runs smoothly:

- Scheduling, Distributing, and Managing Resources—As discussed earlier, in order to do these tasks efficiently you may need to develop media centres or a system for students to reserve the necessary resources.

- Scheduling Students—Students and teachers should work together to establish goals, module completion timelines, and daily timelines. Although students may want to study for long periods of time (e.g., all morning), learning facilitators should discourage this practice. Concentration, retention, and motivation are improved by taking scheduled breaks.

- Monitoring Student Progress—You will need to record the date that each student completes each module. Your data might also include the projected date of completion if you are using a student-contract approach.

Sample of a Student Progress Chart

TOU 101		Section 1	Section 2	Section 3	Section 4	Final Test
Billy Adams	P					
	A					
Louise Despins	P					
	A					
Violet Klaissian	P					
	A					
P = Projected Completion Date A = Actual Completion Date						

The student could keep a personal log as well. Such tracking of data could be stored easily on a computer.

- Recording Student Assessments—You will need to record the marks awarded to each student for work completed in the module Assignment Booklet. The mark from this Assignment Booklet will contribute to a portion of the student's final mark. Other criteria may also be added (a special project, effort, attitude, etc.). Whatever the criteria, they should be made clear to all students at the beginning.

Sample of a Student Assessment Chart

TOU 101	Section 1	Section 2	Section 3	Section 4	Average of Assignments	Other	Final Test	Final Mark
Billy Adams	67	65	54	47	58			
Louise Despins	63	50	54	55	56			
Violet Klaissian	65	65	66	68	66			

Letter grading could easily be substituted.

- Recording Effectiveness of System—Keep ongoing records of how the system is working. This data will help you in future planning.

Sample of a System Assessment Chart

TOU 101			
Date	Student Module Booklet	Assignment Booklet	Resources/Media

The Role of the Teacher in an Open Learning Classroom

The teachers in a conventional classroom spend a lot of time talking to large groups of learners. The situation in open learning requires a different emphasis. Teachers will probably meet learners individually or in very small groups.

With this approach, it is necessary to move beyond the idea of a passive learner depending largely on a continually supportive teacher. The teacher must aim to build the student's confidence, to stimulate the learner into self-reliance, and to guide the learner to take advantage of routes that are most meaningful and applicable to the learner.

These materials are student centred, not teacher centred. The teacher needs to facilitate learning by providing general support to the learner.

Evaluation

Evaluation is important to the development of every learner. In order to identify strengths and weaknesses, both students and teachers need to gather and analyse information and make decisions.

These specially designed learning packages contain many kinds of informal and formal evaluation.

Informal Evaluation

Observation

In the classroom, the teacher has the opportunity to see each student perform every day and to become aware of the level and nature of each student's performance.

Observations are more useful if they are recorded in an organized system. The following list of questions is a sample of types of observations and how they can be collected.

Observation Checklist

	B. Adams	L. Despins	V. Klaissian	H. Smith	K. Dalley
1. Does the student approach the work in a positive manner?					
2. Is the student struggling with the reading level?					
3. Does the student make good use of time?					
4. Does the student apply an appropriate study method?					
5. Can the student use references effectively?					

Observation may suggest a need for an individual interview with a student.

Individual Conferences

Individual conferences may be paced (scheduled) by the calendar, designated at certain points in the module, or they may be set up only as needed or requested.

During these conferences, the teacher can determine the student's progress and can assess the student's attitudes towards the subject, program, school, and self, as well as the student's relationship with other students. With guided questions, the teacher can encourage oral self-assessment; the student can discuss personal strengths or weaknesses in regard to the particular section, module, or subject area.

Self-Appraisal

Self-appraisal helps students recognize their own strengths and weaknesses. Through activities that require self-assessment, students also gain immediate feedback and clarification at early stages in the learning process. Teachers need to promote a responsible attitude towards these self-assessment activities. Becoming effective self-assessors is a crucial part of becoming autonomous learners. By instructing, motivating, providing positive reinforcement, and systematically supervising, learning facilitators will help students develop a positive attitude towards their own progress.

For variation, students may be paired and peer-assessing may become part of the system. The teacher may decide to have the student self-assess some of the activities, to have a peer assess other activities, and to become directly involved in assessing the remainder of the activities.

When the modular activities have been assessed, students should be directed to make corrections. This task should be made clear to students right from the beginning. It is important to establish the correct association between the question and the response to clarify understanding, aid retention, and be of use for study purposes.

Many of the activities include choices for students. If students are having difficulty, more practice may be warranted, and students may need to be encouraged to select more of the choices.

Each section within a Student Module Booklet includes additional types of activities called Extra Help and Enrichment. Students are expected to be involved in the decision as to which pathway best suits their needs. They may decide to do both.

Self-appraisal techniques can also be introduced at the individual conferences. Such questions as the following might be included:

- What steps are you taking to improve your understanding of this topic?
- What method of study do you use most?
- How do you organize the material to help you remember it?
- What steps do you follow when you complete an assignment?
- What could you do to become an even better reader?
- Do you have trouble following directions?
- Did you enjoy this module?

A chart or checklist could be used for recording responses.

Assignments

This module contains a separate booklet called the Assignment Booklet. This booklet is an informal evaluation tool for assessing the knowledge or skills that the student has gained from the module. **The student's mark for the module may be based solely on the outcome of learning evident in the Assignment Booklet; however, you may decide to establish a value for other variables, such as attitude or effort. You may also decide to use a final test or final project to make up part of the final mark.** It is important that you establish at the beginning of the module those outcomes that will be evaluated, and ensure that all students clearly understand what is expected.

Performance Test Items

Written assessments or tests work well for evaluating cognitive and some affective behaviours. But if the desired outcome involves competent learning of a psychomotor behaviour—or, as it is sometimes called, performance learning—the appropriate assessment tool is a performance test. These tools can be used informally to assess students on an ongoing basis or, formally, to assess achievement.

A performance test generally means that an evaluator observes the student performing a task or series of tasks. The evaluation is based on how well the student performs. Some observations need to be made "unobtrusively," such as observing whether a waitress or waiter greets customers pleasantly; whereas other measures, such as a test in changing oil in a vehicle, need not be unobtrusive, as it does no damage to the validity of the test for the learner to know he or she is being tested. The evaluator may also need to assess the product of a performance, or may need to assess both the process and the product.

Performance items should be based on an instructional task analysis and the behaviour being tested must be observable. In many cases, performance testing involves more than just an instructor and a student. As a teacher/educator, the instructor is responsible for establishing the course objectives and the test items, but this instructor may not be the person performing the assessment or evaluation. The evaluator may, in fact, be the on-site expert such as the mechanic or the plumber, or it may be an objective, third person, such as another mechanic or another plumber. So the instructor must create directions for the evaluator as well as guidelines for the student.

Performance Testing Requires a Team Approach—and Good Planning

You need the expertise of the instructor assisted by a testing specialist and content specialist ...

an evaluator ...

the student ...

and appropriate props, equipment, and materials.

Each performance item should contain the following:

- a list of tools, equipment, materials, and resources needed to perform the task
- instructions for setting up the test
- instructions for the test administrator/instructor
- instructions for the evaluator
- instructions for students
- a checklist indicating process steps and/or product standards (or both) that the student must meet
- checklist items, as appropriate, to evaluate attitude, employability skills, safety precautions, sanitation procedures, etc.

Usually a worksheet is created by the instructor for the evaluator and the students. Following is a sample template of such a worksheet that instructors can adapt to meet their needs.

SAMPLE PERFORMANCE ITEM WORKSHEET **page 1**

Course: _____ **Date:** _____

Evaluator: _____ **Student:** _____

Performance Objective: _____

	Equipment	Supplies	Materials/Props
Required Components			

Directions to the Evaluator
Review the list of required equipment, supplies, and materials/props and have them set up in the area where the testing will take place.

The student is to ***(instructor repeats or paraphrases the objective here)***. You are to use the Scoring Checklist to rate the student's performance as either acceptable or unacceptable. All items must be performed acceptably for the student to attain this objective. Give the student a copy of the Directions to the Student, the Scoring Checklist, and ***(instructor lists any other specifications or instructions needed for the student to achieve the objective)***. You are to allow five minutes for the student to perform the task. Retrieve the Scoring Checklist before the student begins the task. Allow a maximum of ***thirty (instructor inserts the appropriate task time)*** minutes for the student to complete this task.

Directions to the Student
Your task is to ***(instructor paraphrases the objective in easy-to-understand language)***. ***(Instructor includes any special instructions not on a special sheet)***. Take five minutes to look over the requirements and to prepare yourself for the task. Remember that all the items on the Scoring Checklist must be marked "A" for *acceptable* by the evaluator for you to accomplish this task. You will have ***thirty (instructor includes the appropriate number)*** minutes to complete the task.

Scoring Checklist

Culinary Arts: Prepare Popovers

Process Criteria	A	NA
1. Got the recipe for popovers from the instructor. Read the recipe; then made the necessary adjustments (for quantity, availability of ingredients, etc.).	___	___
2. Washed hands.	___	___
3. Preheated the oven to the temperature specified in the recipe.	___	___
4. Organized the work area. Assembled the ingredients, tools, and utensils near the oven.	___	___
5. Measured and weighed the ingredients.	___	___
6. Lightly greased deep muffin pans or custard cups.	___	___
7. Sifted the dry ingredients together.	___	___
8. Beat the eggs and liquid together.	___	___
9. Added the liquid mixture to the flour mixture. Mixed the batter until it was smooth. Used standard safety precautions when operating the mixer.	___	___
10. Poured the batter into muffin pans or custard cups. Filled the cups halfway. Was careful not to pour too much or too little batter into the cups.	___	___
11. Baked until the popovers were puffed up and brown (20–30 minutes). Did not open the oven door during baking.	___	___
12. Lowered the oven temperature as directed in the recipe and continued baking 15 minutes longer.	___	___
13. Removed the pan from the oven. Served the popovers hot. Used standard safety precautions when working with hot surfaces.	___	___
14. Cleaned and sanitized the work area, utensils, and equipment.	___	___
15. Followed all safety precautions. (List details here.)	___	___

Product Criteria	A	NA
1. The popovers were large and well puffed.	___	___
2. The shells were golden brown and crisp.	___	___
3. The walls were thin and slightly moist inside.	___	___
4. The insides were hollow.	___	___

Comments About Performance Checklists

As the previous sample shows, a performance checklist is a list of process steps or product standards used to evaluate the process and the resulting product. In most cases, a performance checklist has a simple two-part scale—one headed *acceptable* (or A) and the other *not acceptable* (or NA); or *correct/ incorrect*. However, some tasks require a multilevel scale that indicates several degrees of quality or levels of performance. These performance items are designed to be used like the performance checklists described above. The difference lies in the use of a multilevel evaluation scale. Either a numerical scale or descriptive scale may be used. A *numerical scale* generally contains from five to nine points, with 1 being unacceptable and the highest number being superior. This scale may be used to rate an individual's ability to perform a set procedure. A *descriptive scale* is made up of four or five words that indicate levels of performance, such as unacceptable, acceptable, good, excellent, superior.

The design of the performance checklist will further vary depending on whether the task to be observed will or will not result in a tangible product. In some situations the process alone is judged; while in the other situations, the tangible product is judged. In a third—and quite common—variation, both process and product are evaluated.

To develop process checklists for evaluating performance tasks with no tangible product, use the following guidelines.

- Include all important steps in the performance checklist. Base the steps on the requirements of performing the task on the job.
- Sequence the steps in the order in which they should be performed.
- State each step briefly, clearly, and objectively. Avoid value-laden words or phrases that might encourage subjective judgements (e.g., *effective*, *appropriate*, *clearly*, *adequately*, *done well*).

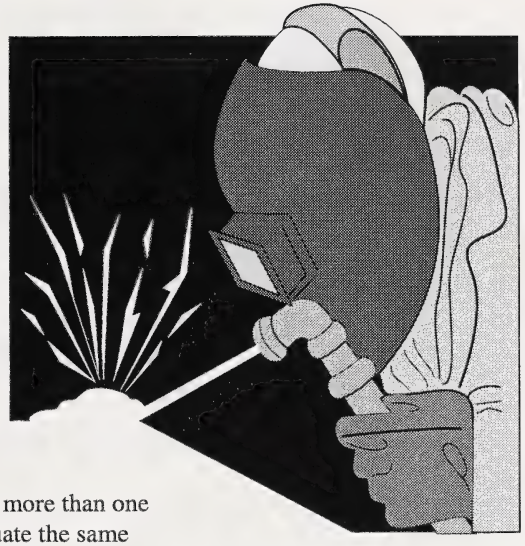
Example

Poor: Preheated the oven to the appropriate temperature.

Better: Preheated the oven to the temperature specified in the recipe.

- Ask yourself this question: Would more than one qualified tester observing the same performance give it the same evaluation, using this checklist?

To develop product checklists for evaluating performance tasks with a resulting tangible product, use the following guidelines.



- Base the checklist on evaluating appropriate aspects of the final product—its appearance, whether it works, whether it tastes right, whether it holds together, and so on.
- Evaluate all important aspects or parts of the product.
- Sequence the checklist in a way that facilitates assessment of the product.
- Ask yourself the following question: Would more than one qualified examiner using this checklist evaluate the same product the same way?

Formal Evaluation

This LFM includes a formal Final Test that can be photocopied for each member of the class. The test, closely linked to the learning outcomes stated in the Student Module Booklet, gives the teacher precise information concerning what each student can or cannot do. Answers, explanations, and marking guides are also included. The values of the Final Test and module are the decision of the classroom teacher.

Assessment Tools

A variety of assessment tools are being developed for each strand of the CTS program. For more particulars, refer to the latest copy of the Guide to Standards and Implementation.

Introducing Students to the System

Your initiation to these learning materials began with a basic survey of what was included and how the components varied. This same process should be repeated with the class. After the materials have been explored, a discussion might include the advantages and the disadvantages of learning independently or in small groups. The roles of the student and teacher should be analysed. The necessary progress checks and rules need to be addressed. Your introduction should motivate students and build a responsible attitude towards learning autonomously.

Skill Level

It is important for students to understand that there are certain skills that they will need in order to deal successfully with the course materials. Those skills are as follows:

- understanding and using instructional materials (table of contents, index, list of illustrations, appendices, bibliography, and glossary)
- interpreting maps, graphs, and charts
- using reference materials
- recognizing special symbols
- understanding and using different forms of media

Other general skills follow: using reliable study methods, outlining, and learning to read at a flexible rate.

To decide the level and amount of instruction needed to accommodate the varied levels among students, you may wish to prepare and administer skill inventories or pretests. If most students need help with a particular skill, you may want to plan a total-class instructional session. If only certain students lack a skill, you may want to set up a temporary skill group to help students who need it, or you may want to develop a skills file for this purpose.

Reading Level

These course materials are largely print based, but poorer readers need not be discouraged. It is important that you assure students that these materials have been designed for easy reading. The authors have employed special strategies to reduce and control the reading level. Some of them are as follows:

- the conscious selection of vocabulary and careful structuring of sentences to keep the materials at an independent reading level
- the integration of activities, examples, and illustrations to break text into appropriate-sized chunks
- the inclusion of many kinds of organizers (advance, graphic, intermediate, concept mapping, post organizers) to help give students a structure for incorporating new concepts
- the recognition that vocabulary and concepts are basic to understanding the content and, thus, must be handled systematically (defined in context, signalled in marginal notes or footnotes, and cited in a glossary)

- the acknowledgement that background knowledge and experience play a vital role in comprehension

- the systematic inclusion of illustrations, videos, audiocassettes, and software to help poorer readers and visual learners

- a use of a variety of formats (paragraphs, lists, charts, etc.) to help struggling readers who do not absorb or retain main ideas easily in paragraph format

- the inclusion of media and activity choices to encourage an active rather than passive approach

- the development of instruction in a meaningful setting rather than in a contrived, workbook style

- the use of purposeful reading, viewing, and doing to produce better interpretation of the course materials

- the recognition that students need structured learning experiences when reading, viewing, or listening to instructional materials; and the acknowledgement that the recognized reading process provides such a structured framework by emphasizing the following phases: developing pupil readiness, determining the purpose, providing guided instruction and feedback, ensuring opportunity to reread or review if necessary, and including enrichment or extensions

To help make the learning package more readable, you can begin your module preparation by reading (viewing, listening to) all the related materials that are going to be used. You will need this solid understanding in order to link the content to the students' experiential base. This linking may be done through class brainstorming sessions concerning the topic or by using visuals and guided questions to predict what the module might be about. Such a strategy helps poorer readers strengthen their abilities to be able to predict new vocabulary.

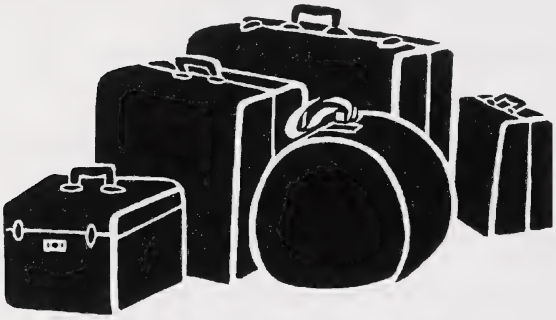
Note that when this module was being produced, Alberta Education's Curriculum Standards Branch was still working out the final details of the Tourism Studies curriculum. Refer to the most recent edition of the CTS Guide to Standards and Implementation for any changes to TOU 101.

The Tourism Industry (TOU 101)

Overview

Tourism 101 is designed to provide students with a general introduction to the tourism industry. Upon completion of the module, students should understand the nature of the industry, be familiar with its general organizational structure at local and provincial levels, and have some idea as to employment opportunities in tourism. The graphic organizer below illustrates the topics addressed in the four sections of the module.

The Tourism Industry



Section 1: The Structure of the Industry

Section 2: Why People Travel

Section 3: Local and Regional Tourism

Section 4: A Tourism Career?

Evaluation

The evaluation of this module will be based on four assignments and a final test. The Assignments will be weighted as follows:

Section 1 Assignment	**20 marks**
Section 2 Assignment	**30 marks**
Section 3 Assignment	**35 marks**
Section 4 Assignment	**15 marks**
TOTAL	**100 marks**

Texts

- *Tourism and Travel: Focus Canada*, fourth edition, by Veronica Timmons (Getaway Publications Inc., Vancouver)

Media

- *Alberta in All Her Majesty*, Alberta Tourism (Section 1: Activity 1)
- *Tourism: Joining Alberta's Best*, Alberta Tourism Education Council and the Tourism Industry Association of Alberta (Section 4: Activity 1)
- *Destination Alberta—Zones 1 to 14* (Section 3: Enrichment)

Note: Some of the suggested media may not be authorized by Alberta Education. Teachers should use their discretion regarding the use of these resources in their classrooms.

It would be helpful to build a resource centre for your Tourism Studies courses. Here are a few items that would probably prove useful for TOU 101:

- The Teacher Resource Manual for the text *Tourism and Travel: Focus Canada*
- *Passport: An Introduction to the Travel and Tourism Industry*, Canadian Edition, by David W. Howell and Robert A. Ellison, published by Nelson Canada
- *The Yellow Brick Road: Your Career in Hospitality and Tourism*, published by Kostrich Publications, 980 Younge Street, Suite 400, Toronto, Ontario, M4W 2J8
- *Resource Kit—Tourism: Joining Alberta's Best*, produced by the Alberta Tourism Education Council and the Tourism Industry Association of Alberta
- *The Student's Travel Map: A Guide to Tourism Careers, Education and Training*, produced by the Canadian Tourism Human Resource Council and the Pacific Rim Institute of Tourism
- guides such as the *Alberta Campground Guide* and the *Alberta Accommodation and Visitors' Guide*, available at any Visitor Information Centre
- any relevant pamphlets and brochures you can pick up from such places as local travel agencies, your Chamber of Commerce, and local motels and other businesses that cater to tourists. The more material about your community and surrounding area you can get hold of the better.

Note: Some of the suggested material may not be authorized by Alberta Education. Teachers should use their discretion regarding the use of these resources in their classrooms.

Section 1: The Structure of the Industry

Key Concepts

- tourism and the tourism industry
- sectors of the tourism industry
- organizational structure of the industry
- roles of public and private sectors in the industry
- industry associations

The first section of the module is designed to give students a general idea of what the tourism industry is all about. Students are presented with some basic terminology, and they'll learn about the eight sectors of the industry, while getting an overview of the way the industry is structured and how both public and private sectors are involved. Students should discover that in fact they themselves are tourists more often than they realize and that they have an impact on the tourism industry whenever they travel.

Classroom Suggestions

Section 1: Activity 1

Tourism Studies, like all CTS strands, is designed to offer students some practical career orientation. This module is most likely to achieve this goal if it's approached in a hands-on manner that gets students out into the business community and brings members of that community into the classroom.

For this reason, it would be a good idea to take advantage of every opportunity to bring guest speakers into your classroom and to have your students visit local tourist-related businesses. Almost every community, no matter how small, has people working in some of the tourism sectors. These people are a wonderful learning resource for your students; the more use you can make of them the more your students will learn.

Another good idea is to set up a bulletin-board display of tourism-related articles that you and your students bring in from magazines, newspapers, the Internet, and so on. Use these articles frequently to keep your students current and to help them realize how important the tourism industry is. The travel section of a major newspaper is a good source of articles.

Here are a few ideas you might find useful in introducing your students to Tourism Studies and to get them thinking in the "travel" mode:

- If you're teaching a younger class, have them draw a picture of a "typical" tourist. Then brainstorm words they associate with *tourist* and *tourism*.
- Give your students an introductory survey to give you an idea of their background and experiences as these might relate to their study of tourism.

Here are some examples of questions taken from such a survey.

TOURISM STUDIES

BACKGROUND INFORMATION

NAME: _____

GRADE: _____ **AGE:** _____

1. Why are you taking this course? An answer "for credits" is not appropriate. Something must have attracted you to the course. Tell me about it.

2. What does tourism mean to you?

3. a. Do you have a job—or have you had one?
   b. If yes, what was the job and where did you work?

4. Where were you born?

5. If you have lived somewhere other than _____, please indicate the places and the length of time in each one.

6. If you have travelled on a major trip that took you outside of Canada, describe it.

   Tell where you went, when you took the trip, who travelled with you, how long the trip lasted, and so on. Also tell whether or not you enjoyed the trip and why.

7. List all the areas you have been to in Alberta. Be as specific as you can.

8. List all the areas you have been to in Canada. Again, be as specific as you can.

9. In the past year, what is the furthest point you have been to away from _____? What was your reason for travelling there?

10. a. What are your career ambitions?
    b. Where would you eventually like to live?

- Make up and give your students an Alberta trivia quiz. Here are some sample questions.

TOURISM STUDIES 101

TRIVIA QUIZ

NAME: _____

1. What is the provincial flower of Alberta?
2. When did Alberta become a province?
3. What is the approximate population of Alberta?
4. What is the province's most important industry?
5. How many cities are there in Alberta?
6. Who is the premier of Alberta?
7. Identify the highway that joins each of these places:
    - Medicine Hat and Calgary
    - Calgary and Edmonton
    - Medicine Hat and Lethbridge
    - Banff and Jasper
    - Edmonton and Jasper
    - Edmonton and Fort McMurray
    - Grande Prairie and Edmonton
9. What is the highest point of land in Alberta?
10. What is the time zone in which Alberta is situated?
11. What is the minimum age for driving in this province?
12. What is the legal age for consuming alcoholic beverages in this province?
13. In frontier days, what was Alberta's economy based upon?
14. Who is Mount Lougheed named after?
15. Which U.S. states border Alberta?
16. Identify five winter recreational activities in Alberta.

- As an ice-breaker ask your students about their own tourist activities. Here are a few sample questions:
  - Who has been to Disneyland?
  - Who's fished in (name a local lake or river)?
  - Who's skied at (name a local ski hill)?

  Questions like these are great to get students thinking about travel in general and where they've gone compared to where others have been.

- Have your students write about places they've travelled to—or perhaps do short presentations on video- or audiotape.

- Have students find and present photographs or other visual representations of places to which they've travelled.

- Individually, in small groups, or as a class have your students create a new logo for Alberta. Begin by discussing logos in general along with examples. Then show and discuss Alberta's coat of arms. Note that a project like this is presented in the Section 1 Enrichment, but it would serve just as well as a module opener.

- Divide your students into pairs and have each one interview the other on the kinds of travel he or she has done locally, provincially, nationally, and internationally. Then allow the students to speak for two minutes on what they've learned about their partner's experience. But be careful: some students feel very uncomfortable about public speaking while others may be embarrassed about how little they've travelled compared with their classmates. Be sensitive to this and use your discretion.

- Find out about your students' travel experiences by putting these headings on the blackboard: Local Travel, Provincial Travel, National Travel, and International Travel. Make lists under the respective headings of where students in your class have been; then use the lists as the basis of a discussion about tourism.

- Invite a guest speaker to address your class on the topic of tourism as a local industry. This person could be someone such as a member of the Chamber of Commerce, a business person involved in the tourism industry, a worker at a local information centre, or the local MLA.

- Have your class brainstorm for ideas on the definitions of terms like *tourism, tourist, business traveller, pleasure traveller*, and *excursionist*.

- Have your students write up and present descriptions of their dream vacations. Note that again something like this is done in the Section 1 Enrichment, but it can work very well as an opener to put your students into a positive frame of mind for thinking about tourism.

Here are a few suggestions for specific activities:

Consider turning question 3 into a field trip to meet with one or more business people or, conversely, having a guest speaker talk to your class about the role travel plays in his or her business and what he or she expects on a business trip.

Your class should enjoy the video *Alberta in All Her Majesty*. You may want to use it as a basis for a discussion about Alberta and what the province has to offer tourists.

Section 1: Activity 2

The text doesn't devote a great deal of space to the interconnectedness of the eight tourism sectors. This is an important concept for your students to grasp, so make sure you spend some time on it before moving on.

Section 1: Activity 3

The material in this activity is considerably more complex than that of the rest of the module. The readings in the text are especially heavy slogging, especially for students in the lower grades. Take all the time you need here and give your students the help they need. Students won't be expected to know all the detailed information contained in the text, but should have a sound idea of why and how government is involved in tourism and the role played by industry associations. Stress the roles of the provincial and municipal governments rather than that of the federal government.

Section 1: Assignment (20 marks)

Evaluation Suggestions

1. The purpose of this question is to ascertain whether students have mastered some of the basic terminology introduced in Activity 1. Their letters should reveal as well a general understanding of just what the tourism industry is.

2. This question is designed to determine whether students have a grasp of the roles of the sectors of the tourism industry (and know what a pleasure traveller is). What follows is a sample response, but note that answers may take a variety of forms. Be sure students discuss at least five of the eight sectors in their responses.

   Sue, Maria, Freida, and Jenny were heading out for a camping trip on the long weekend in July. They were planning to go to the Sundre area for a day of white-water rafting (adventure and recreation) and stay at a local campground where they would set up their tent (accommodation). While there they'd take in the local farmer's market (events and conferences) and buy some of their supplies (tourism services).

   The girls had to stop in Lacombe and gas up on their way to Sundre (transportation). Because they arrived late on the Friday night, they stopped in a large centre and picked up some fast food for supper (food and beverage); it would be too late to cook when they got to the campground. Later, they stopped in Sundre and picked up some first-aid gear at a local drug store, and Freida saw a T-shirt she decided to buy as a souvenir for her mother (tourism services).

   The next day, while white-water rafting, their guide (travel trade) explained to the girls the safety and handling of the raft while in the water and travelling through the rapids. All four girls had a great time and a wonderful holiday. They'll certainly make use of the tourism industry again for more great memories.

3. This question is intended to allow students to demonstrate in a concrete way their comprehension of how the sectors of the industry are interlinked. Responses, of course, will vary somewhat; make sure students discuss at least three of the eight sectors. Here's a sample response:

   If the convention is to be a success, there must be adequate accommodation facilities for the expected guests—hotels, motels, and so on; and these must be of a suitable quality and they must reflect a variety of price ranges (accommodation). As well, there clearly must be enough restaurants of various types to accommodate the visitors; and since this is a convention, many visitors will likely want to spend their evenings at night clubs and cabarets (food and beverage). Since the visitors will all be arriving at more or less the same time, transportation facilities must be up to scratch—taxis, car rental agencies, air carriers and so on (transportation). Finally, most conventioners intend to do some sightseeing and relaxing, so facilities like parks and gardens, museums (attractions), and interesting stores (tourism services) should be available.

4. Responses will vary somewhat; mark for accuracy and understanding. Because responses will be very brief, don't expect much in the way of details.

   Here are samples. Note that students are to discuss only one of the two topics.

   - government public sector:

     All three levels of government play an important role in the tourism industry. For one thing, they regulate the industry to do such things as protect the environment and ensure standards. For another thing, they promote and advertise tourism because it creates employment and generates revenue. The industry is so big it needs government to supply money for things like airports and highways. Governments also operate things like national and provincial park and ferry services, and they provide protection with police departments and firefighters. Governments are also involved in training people in the industry and providing research data.

- industry associations:

  Businesses in the tourism industry have had to form larger associations in order to work with governments to promote the interests of the industry. These associations range in size from wings of local Chambers of Commerce to huge, international organizations. Some organizations are made up entirely of members from the private sector while others combine private-sector and government membership. One example of a large industry association is the Tourism Industry Association of Canada. It's made up of a variety of private-sector tourism businesses and encourages tourism largely by promoting the industry's interests with the federal government.

Section 2: Why People Travel

Key Concepts

- history and development of tourism
- motivating factors for travel
- demographic/psychographic influences on travel

In Section 2 students will take a brief look at the development of travel and tourism in the world at large and then, more specifically, in Alberta. Students will be given an opportunity to learn about the factors—both internal and external—that motivate people to travel and those that discourage them from travelling. Finally, students will look at demographic and psychographic factors that account for travel trends and tourist needs, and they'll practise creating a short questionnaire aimed at discovering the desires and requirements of tourists.

Classroom Suggestions

Section 2: Activity 1

To supplement the time line of the development of tourism in Alberta, consider doing one or both of the following with your class:

- Have your students choose one of the decades listed in the time line and research more detailed information about it.

- Have your students develop their own time line to show the history of the attractions, events, and development of tourist facilities (for instance, campgrounds and lake developments) in your particular area or region.

Section 2: Activity 2

Consider beginning this activity as follows:

Put the word *motivator* on the board, and with the class decide on a definition. Then divide your class into small groups and have them discuss why people travel. Next, put the different groups' ideas on the board or a flip chart and discuss them as a class. As the discussion develops, determine who needs to know why people travel and what these people want when they travel. This should help your students develop an appreciation for the need people in the tourism industry have to understand the desires of their target customers. It should also help your students appreciate the necessity of having the kinds of demographic and psychographic information discussed later in the section.

Section 2: Activities 3 and 4

If time permits, you may want to spend more time working with questionnaires of the type people in the tourism industry find useful. This is an activity students generally enjoy, and it can help them get a grasp in a very hands-on way of the role demographic and psychographic factors play in the tourism industry. It will also help prepare them for their Section 2 Assignment.

Here's one approach you may choose, but be careful: questions of the sort outlined below can embarrass students and lead to comparisons within the class. Use your own discretion and be sensitive to your students' feelings. Be sure to maintain the anonymity of those who respond to the questionnaire.

Develop a demographic-profile questionnaire for your students to complete, asking such questions as age, gender, family size, education level, type of residence, occupation of parents, and so on. Also ask a few questions of the psychographic sort—questions about such things as life-style, behaviour, personal vacation preferences, favourite vacation activities, where respondents have travelled, and so on.

Now have your students complete the questionnaire and compile the class results.

Next, have each student find two or three people from outside the class from a variety of age groups to complete the questionnaire. Compile these results with the original ones.

Consider having your students graph or chart some of their results according to factors like age and gender. This would work especially well if this module is integrated with a Management and Marketing or Enterprise and Innovation course.

Finally, based on the results of the survey, your students could develop an appropriate itinerary of events for a specific group. Some examples might be

- a senior-citizen tour group
- student travellers
- business travellers
- an education study tour
- a golf vacation
- a ski vacation
- a trip for a family of four

Here's another approach. Develop a questionnaire that asks people what they currently do for vacations and what they've done in the past, being careful to find out the approximate periods of their lives when the respondents were involved in past vacation activities.

Now have your students administer the questionnaire to at least five people in each of the following age groups:

- 20–30 years old
- 30–40 years old
- 40–50 years old
- 50+ years old

Students should compile their results and present them in a chart, graph, diagram, or series of webs to indicate what types of vacations people in the different age groups generally prefer.

Section 2: Follow-up Activities

When doing the Enrichment, it might be best to have your students work with partners or in small groups rather than individually. Individual students are sometimes reluctant to approach institutions outside the class.

Section 2: Assignment (30 marks)

Evaluation Suggestions

1. This is the first time students have been asked to propose promotional techniques, so don't expect too much of them on this part of the question. Mark chiefly for an understanding of the different sorts of travel motivators and the types of people to which they appeal; but look, as well, for some thought as to how people in the tourism industry might market these different products to their target customers.

   Here are some possible suggestions. Accept others that seem reasonable.

   a. • motivational factors: learning about history, seeing exotic locations, experiencing other cultures, and seeing internationally famous attractions

- likely customers: people with some money and probably a good education but limited travel experience—probably often older people without children

- possible promotional methods: The company could advertise in a news magazine, a newspaper, a business magazine, or a seniors' magazine. Or it might pay for a television promotion on the tour. The ads should probably stress the educational/ cultural benefits of the tour.

b. • motivational factors: entertainment, recreation, challenge, fun

- likely customers: people with some money and who perhaps are (or were before retiring) in business or the professions—probably people travelling without family

- possible promotional methods: The company could advertise in professional publications, golfing magazines, business magazines, and seniors' publications. It could also advertise at other golf courses. One idea might be to give away a certain number of promotional rounds of golf in a draw or through a local television or radio station. Another idea would be to sponsor a prize hole for company golf tournaments in neighbouring regions to attract golfers.

c. • motivational factors: natural attractions, peace, remoteness, escape, recreation, fun, outdoor activities, low cost

- likely customers: people who are budget-conscious and who enjoy the outdoors—likely many young couples, people with children, and some senior citizens

- possible promotional methods: The company could advertise in campground guides, with highway signs, and with promotional radio campaigns in surrounding communities. Perhaps it could promote the campground by holding a competition of some sort related to the lake, for example in fishing, waterskiing, or—for the children—building sandcastles. It could give away free weekend stays as prizes on local radio and television stations or through local newspapers. It could also advertise in outdoor publications such as fishing magazines.

d. • motivational factors: entertainment, excitement, family fun, child-centred activities

- likely customers: young families, probably budget conscious people

- possible promotional methods: The company might give away discount coupons through grocery stores or advertise on television during times for broadcasting children's shows. It could even hire someone to dress up as a park mascot and go around to elementary schools to speak about safety with strangers while promoting the park. It could give away free toys to the first so many children through the gate each day of the grand opening, and it might try having a "grandparents-get-in-free-day" on one day of the week.

2. a. The cruise line discussed in the article noticed that traditionally cruises have been aimed at adults. This discouraged families from taking cruises, and children who did come along were often bored. Therefore, the company developed a product to address the needs of families with children who would like to take a cruise. Their plan—with an abundance of activities for adults and children of all ages—allows families to spend as much or as little time together as they wish while enjoying the pleasures of a luxury cruise.

b. The company is targeting people with young families who enjoy luxury and have the money to pay for it.

c. By this point students have had some experience with questionnaires, and they should know what demographic and psychographic data are. However, they haven't had much practice at this sort of thing, so don't expect anything too slick. Questionnaires should be neat and legible, and they should follow a sensible order. Questions should be aimed at discovering appropriate information of both the demographic and psychographic type.

What follows is a sample questionnaire to serve as a guide to marking. Those of your students will, of course, be different.

TRAVEL QUESTIONNAIRE

1. In which of the following age groups do you belong?

   _____ under 18 years _____ 18–25 years _____ 25–30 years

   _____ 30–40 years _____ 40–50 years _____ over 50 years

2. Are you

   _____ male _____ female

3. Do you currently

   _____ own your home _____ rent a home _____ rent an apartment

   _____ other Explain: _____

4. What is your approximate household income?

   _____ below $15 000 yearly _____ $15 000–$30 000 yearly _____ $30 000–$40 000 yearly

   _____ $40 000–$50 000 yearly _____ $50 000–$60 000 yearly _____ $60 000 plus

5. What is your level of education?

   _____ high school graduate _____ college diploma/certificate _____ trades certificate

   _____ university degree _____ masters degree _____ doctorate degree

   _____ other Explain: _____

6. How many members live in your household?

   _____ one _____ two _____ three _____ four

   _____ other _____

7. What are the ages of the members of your household? Check as many as apply.

   _____ 1–3 years _____ 3–5 years _____ 5–7 years _____ 7–12 years

   _____ teenager _____ 18–25 years _____ 25–30 years _____ 31–40 years

   _____ 41–50 years _____ 51–60 years _____ over 60 years

8. What types of activities do your children enjoy?

9. On a family vacation, what kinds of **adult** activities would you like to do?

10. On a family vacation, how many hours of the day do you like to spend engaged in family activities?

11. On a family vacation, how many hours of the day do you like to spend engaged in activities away from your children?

Section 3: Local and Regional Tourism

Key Concepts

- tourism destination regions
- local tourism
- impact of tourism—social economic, environmental
- challenges for tourism
- marketing tourism
- marketing plan

This section of Tourism Studies 101 allows students to focus on Alberta and, more specifically, on tourism activities in their own area. Upon completing the section students should be able to identify Alberta's six tourism destination regions and know a bit about them. They should be familiar with some basic Alberta geography as well. Also in this section students will investigate the positive and negative impacts of tourism in environmental, economic, and social areas; and they'll gain an insight into the business of marketing tourism.

Classroom Suggestions

Consider turning the research question in the Section 3 Assignment into a project to be done as a class or in small groups. Students would then write up their findings as their assignment.

Section 3: Activity 1

A good way to introduce this activity—and Section 3 in general—is to have the class, in small groups, draw up lists of the various local and regional tourist attractions, facilities, destinations, and events. Then, if possible, supply each group with a local guidebook for visitors and tourists and have them add to their lists. This will get your students thinking about tourism as a real industry in their own world. It will also come in handy for later work.

An alternative introduction is to begin with a field trip to a local tourist attraction or facility. Students could prepare reports on what they've learned, discussing such things as what motivates tourists to visit this destination, what services are offered there, how many tourists visit the site, and so on.

To get your students familiar with other areas in the province, consider doing such things as having them work with partners or in small groups to prepare reports on the kinds of activities in which visitors can engage in each of Alberta's national parks or in one or more provincial parks.

If possible, invite someone active in a local or regional tourism association to speak to your students on the mandate and responsibilities of his or her organization.

Section 3: Activity 2

When dealing with the potentially harmful aspects of tourism, be careful not to take a negative tone. Rather, treat these things as challenges to the industry. You might, for instance, work with your students to propose a solution to the problem of the negative attitudes many people have about service-industry jobs and the low levels of skill and pay often associated with jobs in tourism. How can this image be changed?

Section 3: Activity 3

Try to get someone from the Chamber of Commerce or regional tourism association to speak to your class about the strategies used to promote local tourism.

If possible, you really should take your students to visit a Visitor Information Centre to see what it has to offer tourists. If you could arrange beforehand for one of the workers there to speak to your class about what they do, so much the better.

Have your students work with partners or in small groups to determine some strategies to help increase local tourism. They might like to design posters or brochures to promote tourism in your area.

Section 3: Assignment (35 marks)

Evaluation Suggestions

1. A Red Deer River
   B Fort McMurray
   C Wood Buffalo National Park
   D Peace River
   E Edmonton and Area
   F Lethbridge
   G Calgary and Area
   H Lloydminster
   I Red Deer
   J Waterton Lakes National Park

2. a. Students who have worked carefully through Activity 2 should be able to do a good job of this question; this will be even truer of students who have done the Extra Help.

   Mark according to the criteria used for the preceding question (1.b.). Here are some of the pros and cons students should mention; but accept thoughtful, reasonable ideas.

Pros	Cons
• increase in tourists and revenues • increased employment • ripple effect; general boost to economy • better services (like roads) in area • good business opportunities • improved local facilities • impetus to beautify community • positive publicity	• increase in traffic • seasonal employment • need for emergency services • possible increase in pollution • possible increase in vandalism • cost of building facilities

   Students should conclude with a final recommendation as to the feasibility of the project and explain their reasons.

   b. Responses will vary, but look for ideas that show an understanding of marketing and promotion as well as some thought. Ideas should reflect a variety of strategies and be appropriate for the project planned. Make sure students justify their recommendations.

   Here are a few ideas you can use to compare to those your students suggest. This list is by no means intended to be definitive; it's just a sampling of possible strategies.

   - Create a mascot.
   - Ask permission of businesses to put ads in their newsletters or on their bulletin boards.
   - Sponsor a youth softball team; give away two or three weekends at the camp as prizes for sportsmanship.
   - Hold an open house.
   - Display your brochures at such places as local trade shows.
   - Advertise on television and radio.
   - Provide educational tours for school groups. Conduct typical camp activities to pique the children's interest.
   - Advertise in publications appealing to camping enthusiasts—such as the *Alberta Campground Guide* or publications put out by local tourism associations.

3. This assignment may prove difficult for your students, especially if you live in a very small community. You may have to help your students find a suitable venture and go about investigating it. Be lenient when marking this assignment; it's probably something new and perhaps intimidating for your students.

   You might find the Tourism Studies Process Rubric (assessment tool TOUPRO) in the Tourism Studies Guide to Standards and Implementation useful as a reference in grading this question, but note that it's designed to assess a process rather than a final result.

   a. Be sure that the students have done the four specific tasks stipulated in the question;

      - describe the venture
      - evaluate its success
      - assess the promotional strategies it uses
      - describe the steps involved in the investigation

   b. This question asks the students to do a bit of self assessment. Mark for honesty, clarity, and insight.

Section 4: A Tourism Career?

Key Concepts

- tourism occupations/careers
- personal attributes

This final section of the module allows students to explore occupations in the tourism industry. Upon completion of the section, students should have a general idea of the broad variety of careers available to them in tourism and the sorts of training and further education that can lead to advancement in these occupation areas. As well, students should have taken a look at themselves and appraised their own personal aptitudes as to their suitability for specific jobs within the tourism industry.

Classroom Suggestions

Section 4: Activity 1

- Students should be given as much opportunity as possible to have contact with members of the community associated with
  - tourism careers
  - educational institutions
  - employment counselling

  Guest speakers in any of these fields are extremely valuable in encouraging students to consider a tourism career. Students often see work in the tourism industry only in terms of part-time jobs as they make their way to fortune and fame in other professional careers. This is the concept that needs to be changed. Educational institutions in the area are generally willing to come in to talk with high school students on the role that training and further education play in employment prospects and career advancement.

- Consider having your students interview local businesspeople in the community to determine what their job duties are and what they do in their jobs that they didn't expect. Have your students prepare a set of questions to ask before they go out into the community; be sure to verify the contents to ensure that questions are appropriate and on task. They should all be career and job-related questions.

Section 4: Activity 2

If time allows, try to investigate a variety of tourism jobs in greater depth than this activity allows for. The assignment for this section involves investigating a tourism occupation. You might want to turn this into a project to be done as a class or in groups. Students could then write up their findings (or prepare them as a videotape or audiotape presentation) as their assignment.

Section 4: Follow-up Activities

When doing the Extra Help, consider having your students work in small groups or tackle the questions as a class. If your students are doing the first Enrichment activity, it would be wise to train them in the dos and don'ts of conducting an interview. Above all else, make sure they understand the importance of courtesy and planning.

Section 4: Assignment (15 marks)

Evaluation Suggestions

Students may need some direction in locating the information they need. Be sure responses address all the areas indicated in the question. Look, as well, for research that encompasses several sources rather than just one. In terms of presentation, mark as you would any report. Look for the following:

- content
- organization
- presentation

Students have the option of presenting their reports on audiotape or videotape. When marking such presentations, look for oral-presentation skills (voice qualities, smooth reading, eye contact, and so on) as well as the preceding factors.

You may find the Tourism Studies Career Research Criteria (assessment tool TOUCRG) in the Tourism Studies Guide to Standards and Implementation useful as a reference in grading this assignment.

Final Test

Security
Included here is the answer key to the Final Test and the student's copy of the Final Test. Teachers should keep these secure against unauthorized student access. Students should not have access to the test until it is assigned in a supervised situation. The answers should be stored securely and retained by the teacher at all times.

Convenience
The student's copy of the Final Test is designed for photocopying and faxing.

TOURISM STUDIES 101

FINAL TEST ANSWER KEY

Part A: Definitions (16 marks)

Definitions can be in the students' own words, but should reflect quite accurately the content of the following:

1. **tourist:** someone who travels some distance from home and stays away at least one night **(4 marks)**

2. **demographics:** the classification and study of people according to such factors as age, gender, income level, and education **(4 marks)**

3. **indirect tourism revenue:** money spent originally by tourists within the tourism industry and then paid to other businesses or individuals in the region **(4 marks)**

4. **VFR:** a term used in the tourism industry to refer to the type of travel done by people who are **v**isiting **f**riends and **r**elatives **(4 marks)**

Part B: Map Question (15 marks)

1. Peace River **(3 marks)**
2. Fort McMurray **(3 marks)**
3. Alberta's Heartland **(3 marks)**
4. Lethbridge **(3 marks)**
5. Waterton Lakes National Park **(3 marks)**

Part C: Short-Answer Questions (69 marks)

1. Some of the travel motivators evident in this scenario are the influence of friends (peer pressure), the media, and Samantha's age, education, and personality (an interest in history and culture). **(12 marks)**

2. Here's a sample response:

   People's needs and wants change at different stages of life. When people are just leaving home, they generally don't have a lot of extra income, so their travel tends to focus on such activities as camping and visiting friends and relatives. When people marry, they may go on a honeymoon, and when they finish college or university they may take a celebration trip; but otherwise starting a career and setting up a home limit travel. Holidays at this stage are often short trips; often weekend getaways. This is also true of the child-raising years, when people generally visit family and take short vacations close to home. At this stage people often look chiefly for things to amuse the children while vacationing. Finally, when people retire, they usually have more time and often more disposable income; it's at this stage that many people travel internationally and for longer periods of time. **(18 marks)**

3. Look for sensible, thoughtful ideas. Here are some likely ones:

   a. • a camping trip
      • visiting friends and relatives

   b. • a motor home tour across several provinces and/or states
      • a packaged tour overseas **(8 marks)**

4. Look for suggestions that are sensible, feasible and well justified. Explanations should show an understanding of marketing and a general awareness of the targeted market. Here are a few possibilities:

   - Advertise with flyers and posters in the local areas as well as in such places as Visitor Information Centres across Alberta, British Columbia, Saskatchewan, and the nearby states in the U.S.
   - Conduct promotional ticket giveaways on local radio and television stations that play country-and-western music.
   - Put flyers in newspapers about two or three months prior to the event.
   - Set up booths at appropriate trade shows and conventions in the targeted regions.
   - Support local and regional sporting teams and events with promotional tickets as prizes for tournaments and end-of-year awards. **(16 marks)**

5. Responses should point out that compared to many industries, tourism is "clean" in that it is capable of sustainable development and neither pumps pollution into the atmosphere nor uses up natural resources. Tourism can, however, present certain environmental challenges of its own, especially if it's overdeveloped in a region. Traffic and people congestion, noise, litter, overdevelopment of facilities, the scaring off of wildlife—all these things and more can result from unrestricted tourism development. In this respect, tourism is not an entirely "clean" industry. **(15 marks)**

TOURISM STUDIES 101

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE **ONE** HOUR TO COMPLETE THIS TEST. Work through the entire test answering the questions you are sure you know. You will then be able to concentrate on the questions of which you are not quite sure.

TOTAL MARKS: 100

PART A:	Definitions	16 marks
PART B:	Map Question	15 marks
PART C:	Short-Answer Questions	69 marks

Value

PART A: DEFINITIONS

16 Using your own words or definitions given you in the course, define the following terms:

(4 marks) 1. tourist

_____

_____

_____

(4 marks) 2. demographics

_____

_____

_____

(4 marks) 3. indirect tourism revenue

_____

_____

_____

(4 marks) 4. VFR

_____

_____

_____

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

Value

PART B: MAP QUESTION

15 Identify the spots indicated on the map that follows by filling in the blanks with the appropriate names.

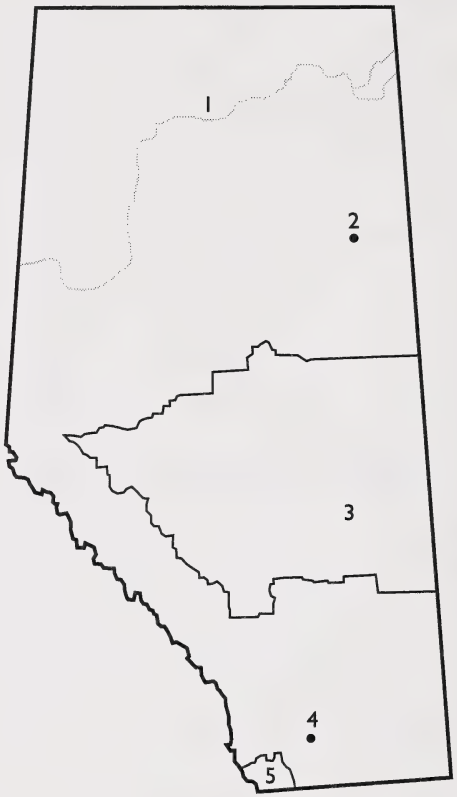
(3 marks) 1. a river: _____

(3 marks) 2. a city or town: _____

(3 marks) 3. a tourism destination region: _____

(3 marks) 4. a city or town: _____

(3 marks) 5. a national park: _____



Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

Value

PART C: SHORT-ANSWER QUESTIONS

69

(12 marks) 1. Samantha, aged seventeen, is finishing high school. She has decided to take a year off to travel before she begins studying history. Since three of her friends are going to Europe, she has decided to go with them. After a few months, the group is going to separate. Samantha wants to learn more about the geography, culture, and history of certain regions, so she will embark on her own journey. Having watched numerous National Geographic shows on television, she knows the area she wants to go to, Samantha is looking forward to her trip.

In a few sentences, identify the various travel motivators at work in Samantha's plans.

(18 marks) 2. **People's age and stage of life affect the way they travel.**

Explain this statement in a few sentences. Use at least **two** examples in your explanation.

(There is more room for your answer on the next page.)

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

3. Suggest **two** likely vacation choices for **each** of the following:

(4 marks) a. a single parent on a limited income with one child

(4 marks) b. a recently retired farming couple

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

(16 marks) 4. You live in a medium-sized Alberta city. You run a small restaurant and catering business and you are a member of the local Chamber of Commerce.

It has been suggested that your city should cash in on the current popularity of country-and-western music by staging a music festival. This would be a three-day event, and the hope is to attract over twenty thousand visitors.

Propose **two** possible marketing strategies that the Chamber of Commerce could use to promote this event and attract people from other areas, provinces, and states. Provide a brief explanation that will justify each proposal.

Strategy #1:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Strategy #2:

_____

_____

_____

_____

_____

_____

(There is more room for your answer on the next page.)

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

(15 marks) 5. It is sometimes said that unlike so many other industries, tourism is entirely "clean."

Is this true? Explain why or why not.

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

TEACHER QUESTIONNAIRE FOR INTRODUCTION TO THE TOURISM INDUSTRY (TOU 101)

This is a course designed in a new distance learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated, as future course revisions can then incorporate any necessary improvements.

Teacher's Name _____ Area of Expertise _____

School Name _____ Date _____

Design

1. The course follows a definite systematic design. Did you find it easy to follow?

   ❑ Yes ❑ No If no, explain.

   _____

   _____

2. Did your observations reveal that the students found the design easy to follow?

   ❑ Yes ❑ No If no, explain.

   _____

   _____

3. Did you find the Learning Facilitator's Manual helpful?

   ❑ Yes ❑ No If no, explain.

   _____

   _____

4. Part of the design involves stating the objectives in student terms. Do you feel this helped the students understand what they were going to learn?

   ❑ Yes ❑ No If no, explain.

   _____

   _____

5. The Learning Facilitator's Manual contains answers to the questions in the Assignment Booklet and a sample test. Did you find these helpful?

❑ Yes ❑ No If no, explain.

_____

_____

6. Did the Follow-up Activities prove to be helpful?

❑ Yes ❑ No If no, explain.

_____

_____

7. Were students motivated to try these Follow-up Activities?

❑ Yes ❑ No If no, give details.

_____

_____

8. Suggestions for computer and video activities are included in the course. Were your students able to use these activities?

❑ Yes ❑ No Comment on the lines below.

_____

_____

9. Were the assignments appropriate?

❑ Yes ❑ No If no, give details.

_____

_____

10. Did you fax assignments? ❑ Yes ❑ No

11. If you did fax, did you get satisfactory results from using this procedure?

❑ Yes ❑ No If no, give details.

_____

_____

Instruction

1. Did you find the instruction clear?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

2. Did your observations reveal that the students found the instruction interesting?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

3. Did you find the instruction adequate?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

4. Was the reading level appropriate?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

5. Was the work load adequate?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

6. Was the content accurate and current?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

7. Did the content flow consistently and logically?

❑ Yes ❑ No If no, give details.

_____

_____

8. If applicable, was the transition between print and other media smooth?

❑ Yes ❑ No If no, give details.

_____

_____

Additional Comments

_____

_____

_____

_____

_____

_____

_____

_____

Thanks for taking the time to complete this survey. Your feedback is important to us.

Fax Number: 674-6686

Instructional Design and Development
Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta
T7N 1P4

Note: Please ensure that each of your students has completed and forwarded a copy of the Course Survey.

LRDC
Producer

Tourism Studies
101
Learning Facilitator's
Manual
1996